

St Killian's College Garron Tower



Special Educational Needs and Inclusion Policy

Mission Statement

“St Killian’s is a Catholic College which strives to achieve excellence for all, within a happy, supportive and stimulating learning community.”

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St Killian's College, Garron Tower

Special Educational Needs and Inclusion Policy



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RATIONALE:

This policy on Special Needs in St Killian's College is an integral part of the college's overall policy on curricular and pastoral provision. The policy is informed by the caring, Christian ethos of the College; its practical procedures are shaped by the '**Code of Practice on the identification and Assessment of Special Needs**' established by the Education (Northern Ireland) Order 1996 and also the '**Special Educational Needs Disability Order**' [SENDO] 2005.

(Students with disabilities have always been included and catered for in the 'Code of Practice' but the 'Disability Order' was introduced to ensure that all students have access to the full curriculum in the school of their choice, without fear of discrimination or victimisation. Schools must consider, plan and make provision for students with access requirements.)

We acknowledge students, who have Special/Additional Educational Needs, either throughout or at any time during their college careers, must be addressed and that these students have a right to a broad and balanced curriculum, including maximum possible access to the Northern Ireland Curriculum.

St Killian's College is committed to the provision of a broad and balanced curriculum, which offers equal access for all our students. As a college, we recognise that some students during their career may have special educational needs and we will make every possible arrangement to provide for their individual needs.

AIMS:

Child Centred Aims:

1. To ensure that all children with special educational needs feel valued, have a positive self-image and are encouraged to participate in all activities.
2. To promote the inclusion of all students with special educational needs.
3. To create a caring and supportive environment in which students can contribute to the planned provision for their individual learning needs and are given some personal responsibility for their own progress.

Provision Aims:

1. To provide a broad, balanced, relevant and differentiated curriculum as a right for all students in our college.
2. To identify children with special educational needs as early as possible in consultation with all teachers and relevant personnel.
3. To offer guidance and reassurance to parents of those children with special educational needs, taking into account the wishes, feelings and knowledge of parents at all stages.
4. To encourage parental involvement and co-operation between various external agencies in the diagnosis and treatment of children with special educational needs.
5. To keep a register of all students with special educational needs, recording the steps taken to meet those needs and the progress which has resulted. The Learning Support Coordinator (LSCo) should ensure that these records are up to date and available as required.



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6. To ensure that all teachers in the college have an opportunity to develop and utilise all resources in support of students with special educational needs
7. To ensure that the legislation introduced in SENDO is met.
8. To ensure that these children have special consideration, when sitting public examinations, if they are eligible for it.

Aspirational Aims:

1. To encourage the use of a wide range of teaching strategies, which incorporate different learning styles and ensure effective learning for all.
2. To develop an effective working partnership with the LSAs in the college in order to support those students with a wide range of special educational needs, both in and out of the classroom.
3. To offer experiences and opportunities which allow students to develop knowledge, understanding and skills that ensure progress, promote success and develop self-confidence.

THE STRUCTURE OF SEN IN ST KILLIAN'S COLLEGE:

All teachers are teachers of children with special educational needs. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class.

The Learning Support Coordinator should be responsible for putting together and maintaining the SEN Register. This will be available for all staff in the shared area and should match the information stored on SIMS. The Register should be reviewed regularly and updated as and when necessary by the LSCo.

ARRANGEMENTS FOR CO-ORDINATING SEN PROVISION:

The Board of Governors has delegated responsibility for coordinating students with special educational needs to Mr. Patrick Slevin with effect from May 2010.

THE DENI CODE OF PRACTICE: THE FIVE STAGES:

The Code of Practice requires a five-stage approach to the identification and assessment of children with special educational needs.

- Stages 1 & 2 are in the hands of the staff of the college;
- Stage 3, external help is provided. A statutory assessment is sought only after stages 1 through to 3 have been followed and the student is still not making progress.
- An application for a formal 'Statement of Special Needs' will take place after stage 3, if necessary

IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS:

"It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development."

(Code of Practice 1998 paragraph 2.14)



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MEANS OF IDENTIFICATION:

Early intervention is essential if children with special needs are to achieve maximum benefit from their education programme. In order to identify students with special educational needs within the college, the following strategies are employed:

- communication with the primary school which may include standardised data and pastoral reports
- results from the MiDYIS Tests in Year 8, Standardised tests in English and Maths at the beginning of year 8. and through year 9 and 10.

These can be used to carry out student testing and the resultant data can be used to inform when intervention is necessary. This information can also play an important role in the placing of students within year groups.

It should be noted that this placement is constantly under review and students may move group if and when deemed in the student's best academic and social interest and taking into account student performance in academic areas.

1. Discussions with senior leadership team
2. Assessment – both formative and summative
3. Observation by the classroom teacher of the child's academic, social and personal development (Appendix 1 - Record of Concern)
4. Communication with parents and guardians
5. Communication from external professionals, e.g. Social Workers, Health Visitors, Occupational Therapists, Speech Therapists, Doctors, Psychologists etc.

Evidence of a difficulty may stem from a student:

- Working at a level significantly below that of his/her contemporaries in any area of study.
- Falling progressively behind the majority of other students of the same age group in any area of study.
- Showing signs of impaired social interaction/communication or having a restricted repertoire of activities, interests and imaginative development.
- Having significant problems in the home.
- Who has poor attendance.
- Having medical problems
- Having physical impairments
- Having emotional / behavioural difficulties which may result in the student being;
 - disruptive
 - unable to concentrate
 - having difficulties in establishing relationships
 - or delayed development of social skills.



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COMMUNICATION:

Information regarding students who have special needs in any of the categories above will be stored in a confidential shared area in RM Staff and should be accessed on a 'need to know' basis as all students have the right to privacy. If the need is a 'Specific Learning Difficulty' e.g. dyslexia, assistance should be sought from the literacy coordinator but it should be recognised that the issue is one of a whole school nature. As such, all subjects, where appropriate should use recommended guidelines on provision for students who may experience this barrier to their learning. This information will be available in the confidential shared area of RM Staff, through the Learning Support Coordinator and Literacy Coordinator.

Where difficulties are experienced in numeracy, assistance should be sought from the Numeracy Coordinator.

Special Educational Needs should be on the agenda of all departmental meetings where the needs of students and barriers experienced are discussed and appropriate strategies and resources developed to enable students to access the curriculum at a level commensurate to their ability.

The Learning Support Coordinator should issue regular bulletins to all staff regarding students, events, training and procedures.

APPLYING THE FIVE STAGES OF THE CODE OF PRACTICE TO LEARNING SUPPORT WITHIN ST KILLIAN'S COLLEGE

Stage 1 of the Code of Practice. Record of Concern (Appendix 1)

Subject teachers play a vital role in identifying areas of concern for students in the College. When any subject teacher has any area of concern re a student they teach, Heads of Department should be informed and a collective response to removing the barrier to learning should be established through the sharing of good practice and resources, initially within their Department.

All Departments should facilitate the needs of students on the Code of Practice and departmental meetings should be used as a forum for developing appropriate strategies and resources to remove the barriers experienced by students.

Where progress is not made after initiating recommended strategies within the class room setting, a Record of Concern should be initiated.

The subject teacher should complete this document and send to the form teacher of the student in question.

The LSCo should be informed that a Record of Concern has been initiated by the form teacher. The form teacher should then forward this Record of Concern to all of the student's subject teachers who should in turn complete for their respective subject areas and return to the form teacher. This will give the form teacher, responsible for the academic and pastoral support for the students in their care, an overview of the student's progress across the curriculum. The form teacher should inform parents/guardians at this stage that concern(s) exists and that subject teachers are attempting to address these.



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Where areas of concern exist and are recorded, it is the subject teacher, in conjunction with their HoD, responsibility to put in place specific targets, achievable goals and appropriate supports to enable the student to access the curriculum successfully. This may mean incorporating differentiated strategies and resources.

This is consistent with the positive behaviour policy of the College. This Record of Concern, Stage 1 of the Code of Practice, should be implemented and monitored closely by the subject teachers and form teacher for a minimum of four to six weeks. The LSCo should oversee this process and Year Heads should be informed at regular meetings by form teachers where concerns exist. At the end of this period a review should be initiated by the form teacher and carried out by subject teachers on the Record of Concern document.

This review should have one of three outcomes:

- The student remains on stage 1 – where this happens good practice should be shared among departments and subject teachers.
- The student is removed from stage 1 – the area of concern has been met. A record of the concern should be maintained in shared and safe area in RM Staff.
- The student progresses to stage 2 of The Code of Practice – see below.

When this has taken place and where concerns continue to exist across a number of subject areas, students may be tested using a number of recognised standardised diagnostic tests to identify performance levels in key areas of literacy and numeracy.

Consultation with Numeracy and Literacy Coordinators should also take place to identify appropriate strategies, resources and support. (Ref: Literacy and Numeracy policies – Appendices 6 and 7)

(Standardised tests used will include The Suffolk Reading Scale, Graded Word Spelling, PIE, PIM and a Dyslexia Screener Programme. The results of this testing may be used as a baseline to monitor student performance and progress)

Stage 2 of the Code of Practice:

When a student moves to Stage 2 of The Code of Practice it may be due to social, emotional, behavioural, cognitive, physical and or medical reasons. Students should only move to this stage of the Code of Practice when concerns continue to arise across a number of subject areas or persist to a serious and detrimental degree in one or two subject areas.

The Form teacher, Year Head and LSCo should initiate an Individual Education Plan (IEP) or an Individual Behavioural Plan (IBP). All IEPs and IBPs will be stored in the same safe and secure shared area for staff. IEPs/IBPs should contain the main areas of concern, specific achievable targets and recommended strategies. Staff should use these plans to inform their teaching when working with students on Stage 2 of The Code of Practice to ensure a consistent approach to the needs of the student in question.

There is a whole staff responsibility to be aware of and utilise the Education and Behaviour Plans that are in place so as to promote a consistent and collective approach to enabling students to access the curriculum. Parents/Guardians should be informed that their child is moving to Stage 2 by the form teacher who has responsibility for the pastoral and academic progress of students in their group. Parental/Guardians contribution to establishing targets should be sought. When targets have been established by FT, the YH & LSCo should be



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informed and the form teacher should meet with the student to discuss the targets. These targets should provide for opportunities to be successful. They should be specific and allow for praise and reinforcement to engage the student in the learning process. At Stage 2 of the Code of Practice IBPs should be monitored by Pastoral leaders whereas IEPs should be monitored by the LSCo. The Form Teacher must continue to play an active role in the implementation of the IEPs and IBPs.

For all students on IBPs, within Stage 2 of The Code of Practice the Positive Behaviour Policy should be carried out.

Stage 2 Review (Appendix 2)

- Stage 2 Reviews should coincide with Parent's Nights for the respective years.
- Subject teachers should complete review sheets with generic targets on an annual basis for all students on Stage 2 of The Code Practice. This will facilitate ongoing monitoring and evaluation of student progress.
- All reviews will be stored in RM Staff in a safe and secure area.
- The LSCo should oversee the completion of reviews for designated times of the year, i.e., Parent's Nights. Depending on progress three possibilities will present themselves for students on Stage 2 of the Code of Practice;
- The student remains on Stage 2. Where this happens good practice should be shared among departments and subject teachers.
- The student is removed from Stage 2. A record of the Stage 2 student should be maintained in the shared and safe area in RM Staff. LSC should inform subject teachers that the student has been moved to Stage 1 where a record of concern should be maintained.
- The student progresses to Stage 3 of The Code of Practice – see below.

Stage 3 of The Code of Practice:

- The LSCo in consultation with SLT and YHs considers a referral to Educational Psychology based on Behavioural, Communicative or Cognitive barriers that continue to be experienced by a student within the college environment.
- Students being referred to Educational Psychology must continue to be set targets and IEP/IBPs implemented in the interim period.
- When assessment has been carried out, the LSCo should follow the recommendations from Educational Psychology. This may result in the need for referral to stage 4 of the Code of practice or placement at Stage 3b or 3c of The Code, depending on the needs of the student in question.
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Stage 3b and Stage 3c of The Code of Practice:

Where students are designated at level 3b and or 3c of The Code of Practice, external support agencies will play a significant role in partnership with the College in supporting and providing assistance to removing barriers that may continue to be experienced by the students.

This support will most frequently occur in the form of Behaviour Support, and Literacy Teaching Support Service, Appendix 3, at 3b and 3c.



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Behaviour Support - Behavioural Issues:

Students who have progressed through the Positive Behaviour Policy of the college, their pastoral leader may refer to the Learning Support Coordinator (LSCo) for behavioural issues. Depending on the level of behaviour and the support required, the Learning Support Coordinator (LSCo) may refer the student to the educational psychologist, who will carry out an assessment on the needs of the student. The report from this will include recommendations, one of which might be a referral to the support staff of Rathmore Guidance Unit. If this is the case, a weekly meeting will be arranged, when a slot is available, so that the student can be offered support and guidance to monitor that behaviour which was causing concern. The LSCo, in consultation with Behaviour Support, from Rathmore will construct an Individual Behaviour Plan (IBP) with specific targets and strategies for the student. This plan will be made available for relevant staff within the College and stored in the safe area for staff access. Staff should follow the recommendations from Behaviour Support that is contained in the Individual Behaviour Plan.

If it is found after a period of time that this intervention has not had a positive effect on the student's behaviour, then the student may have to move to a reduced timetable or alternative teaching arrangement so as not to hinder the learning of others in the classroom situation. In some cases, the student may be offered education at Rathmore Guidance Unit, or if the student is entering Key Stage 4, will be referred to the EOTAS (Education other than at School) programme.

Students who may be eligible for Stage 3c support in the form of a Behaviour Support Assistant (BSA) may avail of the College's 'Time Out' and Withdrawal Programmes as a support resource.

These resources may also be used for other students who have Learning Support Assistance. Where this support is deemed necessary for other students in the College, Year Heads may implement Time Out and Withdrawal strategies. (Appendix 4 and 5)

Literacy Teaching Support:

In St Killian's College LTSS will be provided to students who are eligible for this support in one of three manners:

Stage 3b:

A specific programme for development of literacy skills will be made available for the College through the LTSS Specialist. This programme will be delivered through the College's literacy programme which is proactive in the identification and support of students who may experience barriers to their learning through literacy. Students who may be eligible for this support will be timetabled for additional literacy classes throughout key stage 3. Where Learning Support Assistants are available they will administer the programme devised by LTSS. Where Learning Support is unavailable, the designated literacy teacher for the teaching group that the student is in should administer the programme. The LTSS Specialist should act in a consultative role, meeting and reviewing progress at least once per month. Additional support will be provided on a weekly basis.



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Stage 3c: This level of support may be provided on 2 levels.

- a) A student may receive one to one support from the LTSS Specialist on a once/twice weekly basis where an individual programme specific to the needs of the student will be implemented. The LTSS Specialist will be responsible for the delivery and review of student progress and should liaise with the LSCo throughout this process.
- b) A student may, be eligible for up to 5 hours LTSS per week. Where this is the case a Learning Support Assistant will be allocated this time to work on a one to one basis with the eligible student. In key stage three this will involve the student being withdrawn from enrichment subjects where possible in order to implement an intensive programme of literacy support. The LTSS Specialist will meet weekly with the allocated LSA to review progress and plan ahead. At Key Stage 4, where students are eligible for this level of support the allocated LSA will be placed in the class room setting to assist the student with accessing the curriculum and with their literacy development.
- c) Students who experience barriers to their learning through literacy who are not eligible for LTSS support should receive assistance through the College's literacy programme, coordinated by the literacy coordinator. The LSCo will be responsible for liaising with the LTSS Specialist and coordinating timetabled support for eligible students.

Stage 4 of The Code of Practice:

At this stage application for statutory assessment may be made for a statement of educational needs. This will take place after the College, working closely with parents and any other agencies, has considered whether a statutory assessment of the child's special educational needs is necessary.

This will be used when the College considers that it has taken action to meet the learning difficulties of a child and that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the College, and it may draw the child to the attention of the EA with a view to a statutory assessment. Exceptionally, the College may consider that a statutory assessment may be necessary even though no action has been taken at Stages 1, 2 and 3.

Application for a statutory assessment is completed by the LSCo, the results of which will determine resources required and may also highlight the need for a full statement.

The LSCo is responsible for initiating contact with Educational Psychology and presenting the case for assessments to be carried out.

These should be based on ongoing concerns and where necessary, calling on results from standardised diagnostic assessments that have been carried out.

When making a referral for a statutory assessment, the College should state clearly the reasons for the referral and submit the following:

- The recorded views of parents and, where appropriate, the child on the earlier stages of assessment and any action and support to date.
- Evidence of any health checks, for example relevant information on medical advice to the College.
- Where appropriate, evidence relating to social services involvement.



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- Written individualised education plans at Stages 2 and 3 indicating the approaches adopted, the monitoring arrangements followed and the educational outcomes.
- Reviews of each education plan indicating decisions made.
- Evidence of the involvement of specialists.

Stage 5 of the Code of Practice:

The EA must decide whether the degree of the student's learning difficulty or disability, and the nature of the provision necessary to meet the student's special educational needs, require it to determine the student's special educational provision through making a statement.

If assessment confirms that the provision made by the College is appropriate, but the student is not progressing sufficiently or at all, the EA should consider what further provision may be needed and whether it can be made within the College's resources. The following indicators would suggest that it might be appropriate for the EA to make a formal statement identifying the student's needs, the full range of provision to be made and the review arrangements to apply, depending on the precise circumstances of each case:

- Where the student requires regular direct teaching by a specialist teacher, daily individual support from a non-teaching assistant, or a major piece of equipment which would put an unreasonable demand on the College's resources.
- Where a new placement is appropriate, even if such a change involves moving from a mainstream school to a special unit at the same school or from one mainstream school to another.
- Where the child's parents are in the armed forces, and their frequent moves might significantly disrupt effective special educational provision for the child.
- Where a day or residential special school placement might be necessary or more appropriate.
- Application for a 'Statement of Special Needs' is completed by the LSCo. When the EA has considered the need for a statement, if issued, the statement will outline why the student is statemented and from this resources can be determined.
- IEP targets and objectives for students with statements will be based on the educational needs as outlined in the statement.
- IEPs will be drawn up by the LSCo and made available for staff and stored in the safe area.
- Learning Profiles will accompany all IEPs. Staff should use these to inform teaching.
- Where a LSA is placed with a student they should be familiar with the student's needs, their statement and the learning profile. Regular meetings between LSAs and the LSCo will take place to facilitate ongoing review, needs and strategies. As such it would be hoped that the IEPs would become a fully functional and evolving working document.



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DEFINITIONS:

Special Educational Needs

- a '**learning difficulty**' which calls for special educational provision to be made

'Learning difficulty' means that;

- the child has significantly greater difficulty in learning than the majority of children of his or her age,
- and /or has a **disability** which hinders his or her use of everyday educational facilities
- and/or is experiencing social, emotional or behavioural problems which hinder progress.

'Disability' means;

- Someone who has a physical or mental impairment which has a substantial effect on his or her ability to carry out normal day to day activities.

'Special educational provision' (either temporary or permanent) means;

- educational provision which is different from, or additional to, the provision made generally for children of comparable age.

(Code of Practice 1998 paragraph 1.4)

LEARNING DIFFICULTIES:

In most cases, students with learning difficulties will have difficulty acquiring basic literacy and numeracy skills and may have significant speech and language difficulties. Some may also have poor social skills and may show signs of emotional and behavioural difficulties.

SPECIFIC LEARNING DIFFICULTIES (FOR EXAMPLE DYSLEXIA/DYSCALCULCIA):

Some children may have significant difficulties in reading, writing, spelling or manipulating numbers, which are not typical of their general level of performance, especially in other areas of the curriculum. They may gain some skills in some subjects quickly and demonstrate a high level of ability orally, yet may encounter sustained difficulty in gaining literacy or numeracy skills. Such children can become severely frustrated and may also have emotional and/or behavioural difficulties.

EMOTIONAL AND BEHAVIOURAL DIFFICULTIES (EBD):

Students who experience EBD may fail to meet expectations in college and in some, but by no means all, cases may disrupt the education of others. Such difficulties may result, for example, from abuse or neglect; physical or mental illness; sensory or physical impairment; a specific learning difficulty; or psychological trauma. In some cases, they may arise from, or be exacerbated by, circumstances within the college environment.



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They may become apparent in a wide variety of forms, sometimes depending on the age of the child - including withdrawn, depressive or suicidal attitudes; obsessional preoccupation with eating habits; school phobia; substance misuse; disruptive, anti-social and uncooperative behaviour; and frustration, anger and threat of or actual violence. They may be associated with other learning difficulties. Teachers should always carefully record instances of behavioural disturbance, even when there is no apparent cause.

PHYSICAL DISABILITIES:

A child's physical disabilities may be the result of an illness or injury, which might have short or long-term consequence, or may arise from a congenital condition. Such difficulties may, without action by the college or the EA, limit the child's access to the full curriculum. Some children with physical disabilities may also have sensory impairments, neurological problems, behavioural problems and/or learning difficulties.

SENSORY IMPAIRMENTS: HEARING DIFFICULTIES:

A significant number of children have some degree of hearing difficulty. Temporary hearing losses are usually caused by the condition known as 'glue ear' and occur most often in the early years. Such hearing losses fluctuate and may be mild or moderate in degree. They can seriously compound other learning difficulties. Schools should be alert to such evidence as persistently discharging ears.

SENSORY IMPAIRMENTS: VISUAL DIFFICULTIES:

Visual difficulties take many forms with widely differing implications for a child's education. They range from relatively minor and remedial conditions to total blindness. Some children are born blind; others lose their sight, partially or completely, as a result of accidents or illness. In some cases visual impairment is one aspect of multiple disability. Whatever the cause of the child's visual impairment, the major issue in identifying and assessing the child's special educational needs will relate to the degree and nature of functional vision, partial sight or blindness, and the child's ability to adapt socially and psychologically as well as to progress in an educational context.

SPEECH AND LANGUAGE DIFFICULTIES:

Some children will still have significant speech and language delay or difficulties which impair their ability to participate in the classroom by the time they start school. This may in turn have serious consequences for the child's academic attainment and also give rise to emotional and behavioural difficulties. The early identification of such speech and language difficulties and prompt remedial action are therefore essential.

MEDICAL CONDITIONS:

Some medical conditions may, if appropriate action is not taken, have a significant impact on the child's academic attainment and/or may give rise to emotional and behavioural difficulties. These conditions may include congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, diabetes, renal failure, eczema, rheumatoid disorders, myalgic encephalomyelitis (ME) and leukaemia and childhood cancers. Medical conditions such as these may in themselves significantly impair the child's ability to participate fully in the curriculum and the wider range of activities in the college. Some medical conditions will affect the child's progress and performance intermittently, others on a continuous basis throughout the child's school career.



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ASD:

ASD describes the group of conditions characterised by three main areas of difficulty

1. Social Interaction, including recognising and understanding feelings and emotions of themselves and others and difficulty in interaction
2. Social Communication, including using and understanding verbal and non verbal language
3. Social Integration, including the ability to understand and predict people's intentions and behaviour and to imagine situations outside of their own experience

As such, while certain areas of daily life can present a challenge it will be important to build on the student's unique strengths and learning styles to bring a new perspective to everyday situation.

THE ROLE OF THE BOARD OF GOVERNORS/ PRINCIPAL/ SENIOR LEADERSHIP TEAM/ BURSAR:

- Keep informed about SEN/disability issues.
- Ensure that all students' special educational needs are addressed.
- Have regard for the college's SEN and inclusion policy.
- Ensure the policy is kept under review.
- Delegate the SEN budget.
- Facilitate the establishment and ongoing functioning of a College Based Care Team. (*Appendix 8*)
- Consider
 - Admissions
 - suspensions, expulsions in relation to SEN/Disabilities
 - accessibility in the college environment and plan for future development/must be proactive in making improvements through planned changes e.g. learning support area, ramps, switches, fire risks, stairs, signs etc.
 - administration of medicine
 - college trips – risk assessment
- Report each year in the annual report on SEN/disability provision in the college.

THE ROLE OF LEARNING SUPPORT CO-ORDINATOR:

1. Co-ordinate the day to day running of the college's SEN policy.
2. Co-ordinate provision for those students with special educational needs.
3. Maintain the college's SEN register and oversee the records of all students with special educational needs.
4. Enlist the support and advice of all staff to compile education plans for those students with special educational needs.
5. Liaise with the learning assistants assigned to a particular student or class to ensure that the student or class can benefit from the experience, support and skills offered by the learning assistants.
6. To evaluate the role of the LSAs.
7. Ensure that all staff are aware of the specific targets contained in individual or group education plans and contribute to the monitoring and assessment of these plans.



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8. Set review dates and monitor the progress of those on education plans, focusing on their effectiveness and the need for any further action.
9. Carry out annual reviews, 14+ reviews and transitions plan reviews for all students who have progressed to stage 5 of the Code of Practice, involving relevant professionals.
10. Liaise with parents of students with special educational needs.
11. Contribute to the in-service training of staff.
12. Liaise with external agencies to offer extra support, Rathmore Guidance Unit and LTSS.
13. Involve the student as far as practicable in the drawing up of the plan to meet his or her needs and the setting of educational targets.
14. Respond to requests for advice from other teachers.

ROLE OF THE PARENT:

The relationship between the parents of a child with special educational needs and their child's college has a crucial bearing on the child's educational progress and the effectiveness of any college based action. Parental involvement is important and parents should be encouraged to participate in their child's education plan.

1. Draw upon parents' own knowledge of their children when compiling education plans.
2. Involve parents in setting targets for their child.
3. Ensure that parents have a copy of their child's education plan.
4. Offer encouragement to parents to recognise their own responsibilities and contribution.
5. Use homework diary as a two way communication between home and college.
6. Ensure that regular contact is maintained between the home and the learning assistant, so that any issues which might affect teaching and learning can be identified.
7. If a child has a behavioural difficulty or is following a developmental activity (e.g. handwriting skills), which requires a structured approach in college, encourage parents to reinforce at home.
8. Keep parents informed about support within college and EA.
9. Provide information about relevant health or social services contacts or voluntary organisations which might provide support or counselling.
10. At all times, emphasise the value of parental support and contribution.

ROLE OF THE STUDENT:

As far as possible, all reasonable efforts should be made to include the views of the student about his or her own learning difficulties and education, whilst offering encouragement. Such an approach can help to enhance self esteem and confidence. If a student understands the rationale behind an intervention programme, then he or she is more likely to respond positively. The student should be encouraged to:

1. Identify his or her strengths and weaknesses.
2. Set achievable goals, based on strengths and weaknesses.
3. Achieve a strategy to achieve these goals and be aware of their success criteria.
4. Keep a copy of their success criteria in their homework diary and refer to these to check if they are being met in all classes.
5. Be involved in implementing his or her individual education plan.
6. Monitor his or her progress through self and peer assessment.
7. Review his or her progress through regular assessment and contact with a parent/guardian.



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8. Develop an effective partnership with his/her learning assistant.
9. Use homework diary effectively.
10. Communicate between home and college.
11. Become involved in all aspects of college life.
12. Attend college regularly.

ROLE OF THE CLASS/ SUBJECT TEACHER:

It is the responsibility of all classroom teachers to ensure that the needs of students with special educational needs are met, as far as is possible, within their own classroom.

In order to achieve this, the classroom teacher should:

1. Be aware of the staged approach to the provision of special needs, as outlined in the Code of Practice.
2. Gather information through formal and informal assessment and observation.
3. Use a differentiated approach in their classroom teaching, incorporating strategies promoted during sharing of good practice and relevant INSET.
4. Be involved in the writing and reviews of education plans in consultation with the LSCo.
5. Keep and refer to these education plans on a regular basis to ensure that targets are being met.
6. Liaise with the LSCo on an informal basis to communicate concerns.
7. Be involved in the annual report to parents at parental meetings.
8. Use homework diary to communicate concerns to parents.
9. Manage Stage 1 of the Code of Practice.

THE ROLE OF THE LEARNING SUPPORT ASSISTANT (LSA):

Supporting the College

The education of a student with special educational needs may in many cases draw on a major input from an outside specialist, such as a speech therapist or an educational psychologist.

The educational team thus is threefold: teacher, specialist and LSA. It is important for the welfare of the student that the connections between these three are smooth and there are no inconsistencies or wasted initiatives because of poor communication. LSAs therefore need to be involved, under the guidance of their teachers, with the specialists. This involvement can range from helping with the administrative arrangements to assisting the students perform tasks set by the specialist.

For example, Literacy Support may prescribe a programme for the student to participate in and this will often be undertaken by the LSA under a reporting-back arrangement with the LSCo, coordinators, subject teachers and support specialist.

All LSAs will be required to complete daily observation sheets on the students they are assigned to work with. Where any significant event occurs, they will be required to document events to their knowledge.



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Supporting the Teacher:

The LSA has a significant and integral part to play supporting the subject teacher in assisting students access the curriculum. This role may encompass some or all of the following:

- **Supervising and assisting small groups of students in activities set by teachers**
- Activities are set by teachers, ideally in consultation with assistants. Often the LSAs' greatest contribution to student's learning is made when they are working with groups of students under the management of the teacher.
- **Spotting early signs of bullying and disruptive behaviour**
- The LSA can provide valuable support to the subject teacher in dealing with disruptive or potentially disruptive behaviour from students. As an extra adult, an alert LSA can be in a position to head off disruptive behaviour before it happens. Some students find it easy to confide in a LSA, seeing the LSA as 'the listening ear', and it is therefore the LSA who may be alerted to instances of bullying.
- **Keeping children on task**
- This attention supports the students in helping them become better learners.
- **Enabling the teacher to work with groups**
- Where the teacher is satisfied that the LSA is sufficiently confident and accomplished the LSA can address the whole class for a time according to plans made in advance with the teacher. This enables the teacher to concentrate on students who need special attention, thereby ensuring that such students benefit from the direct input of the qualified teacher.
- **Being involved at whole-class level**
- Assistants who are fully engaged with the aims, content, strategies and intended outcomes for a lesson are likely to be more effective than those who are required only to concentrate on individual students and their learning plans.
- **Assisting implement lesson plans**
- A LSA who is briefed as to what is planned for a lesson is in a stronger position to help the teacher realise the lesson's aims/outcomes.
- **Providing feedback to teachers**
- As a member of a team, a LSA is in a good position to observe student performance, and to provide the teacher with valuable thoughts on what works for students, what obstacles to learning they encounter, and the effectiveness of classroom processes and organisation.
- **Preparing classroom materials**
- Getting materials ready for the lesson, preparing worksheets, preparing books and setting up equipment all help free up teaching time to the benefit of all the class.
- Where training is facilitated the LSAs should complete a record of the training that has been delivered. This should be documented and filed by the LSCo.

ADVICE TO HODS AND SUBJECT TEACHERS ON THE USE OF LSAs:

The Role of the Teacher:

For the effective use of Learning Support Assistants there are responsibilities on Heads of Departments and subject teachers.

The role of the LSAs should be acknowledged in Departmental policies and subject teachers should establish the ground rules for effective utilisation of this entitled resource.



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Establishing the Ground Rules: HoDs and subject teachers should adhere to the following guidance:

- **Understand the role of the LSA and share your expectations in line with their job descriptions.**
- Share the strategies that you expect them to use and the resources available for their use.
- **How will they work with students in your class?**
- Share information on your class room procedure and how you would like the LSAs to work in whole class situations, group work etc
- **Where do you want the Learning Support Assistant to be during lessons?**
- Should they sit in one place, move around to assist others, will it be different for whole class teaching, group work etc.?
- **What contribution can they make to the class?**
- Can they model answers or contribute to discussions?
- **Should they mark books?**
- Can they implement spelling policy, for example, with their allocated student? If so they need to be aware of the marking policy in your class.
- **What authority will they have in your class?**
- Can they implement sanctions for misbehaviour or must they go through the class teacher?

ANNUAL REVIEWS

What is an Annual Review?

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a Statement of Special Educational Needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous assessment of the child's progress.

The Purpose of the Annual Review: The purpose of an annual review is:

- To assess the child's progress towards meeting the objectives specified in the statement, and the targets agreed, following the making of the statement.
- To review the special provision made for the child, including placement.
- To consider the appropriateness of maintaining the statement.

Who Carries Out the Review?

The college undertakes the Review on behalf of the EA.

Statemented students are reviewed annually and completed reviews forwarded to the EA prior to May 31st This will be carried out by the Learning Support Coordinator (LSCo) in conjunction with the parents, students, Learning Support Assistants, relevant teaching staff and any outside agencies (where appropriate).



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Students on the Code of Practice:

- Annual reviews will take place for all students on the Code of Practice Stage 2-5.
- Stage 2-4 reviews will be carried out by subject teachers to coincide with the respective parents nights in the College and coordinated by the LSCo.
- Reviews will be made available for Form Teachers and Year Heads prior to the Parent's Nights so that parents may have access to review information.
- Stage 5 reviews will be coordinated by the LSCo in March/April of each academic year (except where specifically requested by external support or EA representatives). Generic targets for students will be reported on in accordance with those as identified in their respective Statements of Educational Need.
- Representations will be sought from all relevant parties. (Parents, guardians, students, LSAs and subject teachers).

Reviews will include:

- The student's needs.
- Academic progress if relevant.
- Resources already granted.
- Changing circumstances.
- Aims for the year.

All review information will be forwarded to the EA prior to 31st May each year.

Transition Plans:

The Head of Key Stage Three will visit feeder primary schools prior to placement in St Killian's in order to gather information on students and discuss the outcomes with the LSCo. Transition Plans should also be available for all students in the year of their 14th birthday (usually year 10).

If the student is not returning to college after GCSE, then a transition plan must be put in place and careers advice given.

Transition:

The LSCo will meet initially with representatives from the Transition Service in September of each year to clarify identification of students moving through the Transition process. Particular needs and possible pathways will be identified. Parents/Guardians, student LSAs and other relevant personnel such as Careers support or representatives from local NRCs will be invited to attend Annual Review Meetings.

Access Arrangements and Special Consideration/ Circumstances for Examinations Accessibility:

Examination boards, through the Joint Council for Qualifications (JCQ), allow for special arrangements to be put in place to allow candidates who have completed a course of study to access fully the nature of assessment. In granting these arrangements there is no duty on the awarding bodies to make adjustments to the assessment objectives.



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The Examinations Officer (Mr Brennan) will liaise with the Learning Support Co-ordinator (Mr Slevin) and pastoral staff and be responsible for applying for such arrangements where relevant. Students are required to sign a data protection notice as application must be made on-line. In all cases evidence is kept on file to support the application for these arrangements.

The JCQ booklet "*Regulations and Guidance*" gives details of these arrangements but they may be categorised under two broad headings.

Access Arrangements reflect the student's normal way of working and are established prior to assessment, normally at the beginning of a course. They allow students with special educational needs, disabilities or temporary injuries to access the assessment i.e. to show what they know and can do without changing the demands of the assessment. Examples are the use of a reader or scribe and modified papers such as enlarged print or Braille. Extra time and/or rest breaks may also be granted.

Special Consideration is an adjustment to a candidate's mark or grade to reflect temporary illness, injury or other indisposition which may impact on performance at the time of assessment.

Some arrangements such as separate accommodation may be put in place without prior permission from exam boards.

Home Tuition:

If a student is absent from college for more than 3 weeks and is likely to continue to be absent, but plans to return to college then the senior leadership team in consultation with the Learning Support Coordinator (LSCo) will apply for Home Tuition.

If the student is in the junior school they will be permitted to have a tutor who will attempt to cover all subjects. If the student is in Year 12, 13 or 14, the EA, working with Rathmore Guidance Centre, will attempt to supply specialist teachers for 4.5 hours per week. In exceptional cases this may be extended.

RESOURCES:

- A resource room has been set aside for SEN in A25.
- Use of the Priests' House will also be made available to facilitate external support agencies and support programmes for students.
- A networked PC with printer attached.
- A catalogued library of booklets & books both fiction and non-fiction which can be borrowed.
- Booklets and videos on various topics falling under the umbrella of Special Needs – dyslexia, dyspraxia, dyscalculia, autism etc.
- Electronic thesaurus/coloured rulers/special pens/ pen and pencil holders.
- Special Needs Department in County Hall (Maxine Harris) - extremely helpful
- A range of standardised tests – Suffolk, Access Reading, Graded Word, PIE, PIM.
- A Dyslexia Screener Test Special Needs Department in County Hall (Maxine Harris) - extremely helpful.

(All books have been transferred to the library to make them more accessible to staff)



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COMPLAINTS:

If a parent has a complaint regarding this policy or the implementation of the procedures then an interview with the principal will be set up in order to discuss and resolve the issue.

ADVICE AND INFORMATION SERVICE:

An Advice and Information Service has been set up by the EA to support parents of children with Special Educational Needs. This can be accessed by telephoning 02825662407.

DARS (Dispute Avoidance and Reconciliation Service):

This service was established and came into effect on 1st September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).

DARS aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or EAs for students who are on the Code of Practice, in relation to special education provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS. Members of the DARS team will facilitate the possible resolution of disagreements (in a neutral venue) but do not have the authority to resolve a dispute. Agreement can only be reached with the approval of interested parties. From referral to conclusion is approximately 40 working days. DARS is separate and independent from Special Education Branch. Involvement with the DARS will not affect the right of appeal to the Special Educational Needs Tribunal.

Parents/Guardians may contact this service directly.

DARS EA
County Hall
182, Galgorm Road
Ballymena
BT42 1HN

Tel No: 028 25662391 / 028 25662387
E-mail: Dars.enquiry@EA.org.yk
DARS Officer: Mr David Lewers (Secondary)
Inter-Board DARS manager: Oliver Sherry



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SENDIST:

Where agreement cannot be reached between a parent and the EA with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST.

SENDIST considers parents' appeals against decisions of EAs and also deals with claims of disability discrimination in schools. There is a two month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Various time limits apply for

- Board Compliance with Orders of the Tribunal.
- Boards to comply with Unopposed Appeals.

(www.education-support.org.uk)

Further information regarding the appeals procedure can be obtained from;

Special Educational Needs and Disability Tribunal
Secretariat
2nd Floor
Albany House
73-75 Great Victoria House
Belfast BT2 7AF

Tel No: 028 90322894

E-mail: secretary@sentribunal.co.uk

In light of the 'Freedom of Information Act' parents can have copies of all information on request.

CONCLUSION:

The Code of Practice accepts the findings of the Warnock Report (1979) that approximately 20% of the school age population would have special educational needs, of whom 18% will have needs that can be met within the resources of mainstream schools. In only 2% of cases should the child's needs be such as to require a Statement of Special Educational Needs.

This policy will be reviewed in light of changes in legislation or practice.



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RECORD OF CONCERN AND ACTION PLAN STAGE ONE

APPENDIX 1

Student Name:	Date of Birth:	Age:	Year:	Class:
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Date of Plan:	Review Date:	Plan Number:	Form Teacher:
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Subject & Staff	Concerns (Check health records: ask parents' views) Include Specific Behaviours	Present Levels of Attainment/ Development – Student's strengths	Action & Goals	Special Help Planned and Method of Teaching	Outcome of review
English					
Maths					
Science					
History					
Geography					
Languages					
R.E.					
Form Tutor					
Review Outcome	No further special help at Stage 1 <input type="checkbox"/> Continue at Stage 1 <input type="checkbox"/> Stage 2 or other outcome to be considered with LSCO <input type="checkbox"/>				
	Signed (<i>Form Teacher</i>) _____		LSCO _____		
	Date: _____		Date: _____		



/

SAMPLE I.E.P. ANNUAL REVIEW

Student: _____ **Class:** _____ **Year:** _____

Success Criteria: _____ will achieve 'C' or above in the targets listed.

Generic Targets:

- 1.
- 2.
- 3.
- 4.

Subject	Comment	Outcome	Planning
MATHEMATICS	Subject Target		
		1 2 3 4	
ENGLISH	Subject Target		
		1 2 3 4	
SCIENCE	Subject Target		
		1 2 3 4	
HISTORY	Subject Target		
		1 2 3 4	
GEOGRAPHY	Subject Target		
		1 2 3 4	
HOME ECONOMICS	Subject Target		
		1 2 3 4	



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MODERN LANGUAGES	Subject Target		
		1 2 3 4	
TECHNOLOGY AND DESIGN	Subject Target		
		1 2 3 4	
LLW	Subject Target		
		1 2 3 4	
PE	Subject Target		
		1 2 3 4	
MUSIC	Subject Target		
		1 2 3 4	
FORM TEACHER	Subject Target		
		1 2 3 4	

Key:

Outcomes		Further Planning	
A	Fully Met	1	Consider New Target
B	Developing Well	2	Sustain Target
C	Moderate Success	3	Fine Tune Target
D	Minimal Progress	4	Major Review of Target
E	Not Met	5	Select more appropriate Targets

REVIEW OUTCOME:

Stay at stage: _____ **Move to Stage:** _____

Signed: _____ **Date:** _____
(LSCO)



LITERACY TEACHING SUPPORT SERVICE - LTSS

The Literacy Teaching and Support Service (LTSS), which operates as an integral part of the Educational Psychology Service, is trained and experienced in the teaching of students with specific and/or severe literacy difficulties.

Who are the LTSS Staff?

They are a staff of two senior and fourteen teachers (from the Educational Psychology Section), who are trained and experienced in the teaching of children with specific and/or severe Literacy Difficulties.

How do Schools receive help from LTSS Staff?

Educational Psychologists employed by the EA may refer students to the LTSS. Educational Psychologists will identify these students at Stage 3 of the Code of Practice. Schools will qualify for LTSS help if identified students fulfil the set criteria. – EXPLAIN WHAT THIS IS

What do LTSS teachers do?

They provide 2 types of intervention.

1. Direct teaching of students.
2. Advice and support to schools for identified students.
- 3.

Intervention is provided within the Guidelines of the EA's Literacy Policy.

How is this help provided?

Help will be provided on a flexible basis, to support the College in dealing with identified students with specific and/or severe literacy difficulties. This help will form part of the student's Stage 3 Education Plan. At the review of the Education Plan decisions will be made, as to whether to continue, discontinue or change the nature of the help being provided.

What is the Role of the College?

During the period of LTSS help it is expected that the College will continue to meet the student's needs. This may be in the form of in-class support, small group or individual teaching. The College should provide opportunities for close liaison between the class teacher, SENCo, parents and LTSS teacher, in drawing up and implementing the Education Plan.



TIME OUT

Suggested Strategies:

To be used if a student needs to leave a class to regain composure. It is important to make a distinction between this as an extra resource which a student can take advantage of and insisting that the student leaves the room.

Criteria for teacher to offer time out:

1. There needs to be a LSA available to supervise the student in a chosen space and supervise the student's movement to and from the space.
2. The teacher should consider the student's level of distress. If it is judged that a student is going to become more distressed and the situation could escalate, then time out should be offered
3. Teachers should take the student's views into consideration, but not be bound by them. Teachers should also be able to suggest that the student remains and attempts work even if a student asks out once they become distressed. It is important that the teacher retains the locus of control.
4. Teachers should heed the LSA's judgement of the situation very carefully. It may be useful for LSAs to be able to communicate quickly and non verbally to teaching staff if they feel that a time out is appropriate. LSA should be encouraged to be assertive in making their own judgements.

Getting into the Time Out Space:

Once a student decides to use this resource they should be supervised on the way to the designated space by an LSA. They may be distressed at this stage so walking in front or behind and not attempting to engage with the student may be the best option. It may be necessary to warn other students or staff also not to engage with the student in the corridor, hopefully using non verbal means. Currently A25 is used to assist in the implementation of this resource strategy.

Once in the Time Out Space:

Having a routine of what happens in this space will be useful. Appropriate work should be available and offered. It may be necessary to give the student time to come around and LSA staff should not be tempted to insist that work is done. Supervising staff should not try to physically stop a student if they try to leave a room.

Transition Back to Class:

It may be useful to offer a return to class every ten minutes or so. Time out should not be too long and to start with the maximum should be to the end of that period. Engage the student in conversation on the way back to class only if they instigate it or respond to a conversation opener.



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Risks associated with TIME OUT:

It is necessary to monitor carefully how often time out is taking place and be aware that students may try to use it routinely as a way of avoiding certain classes or large chunks of the day. That said, staff should not be discouraged from offering time out. The risks have to be balanced against the risks of losing a school placement.

General Strategies:

Employ alternative interventions that promote positive behaviour and restorative justice

1. Restating Rules: Draw attention to the rule and ask 'what is the rule saying'? This depends on having well understood rules
2. Proximity Praising: - praise a student who is nearby. This should be part of the culture of the class room.
3. Use 'Take up Time': Give the students time to 'take up the instruction by moving away and then returning to restate the instruction.
4. Use Statement of Fact: Simply describe what the student is doing
5. Acknowledge and Ignore: Can be useful for attention seekers who tend to get worse if you ignore completely but you do not want to reinforce their inappropriate behaviour.
6. State what they are doing and give a solution to get your attention appropriately, then ignore before returning and restating solution.



WITHDRAWAL PLAN

Stage 1: Withdrawal inside the class room

Criteria for Use:

1. Disruption in class setting
2. Refusal to do work

Individual Issues:

This will only work if intervention is early and the student is not highly strung. It will work best when presented as 'help' and not as a sanction. If settled the student may return to class work.

Stage 2: Short withdrawal outside the class room

Criteria for use:

1. Maximum 10 minutes. Students should have access to time.
2. Student must be supervised outside class by Learning Support Assistant in a public place.
3. Learning Support Assistant should not be isolated.
4. Contact with class teacher should be readily available.

Individual Issues:

- Engage the student in quiet activity if possible.
- If the student becomes emotional escort to Form Teacher, Year Head, Senior Leader, VP or Principal.
- Student should acknowledge behaviour on their return to class.
- Be aware of student behaviour if moving to another class.
- Learning Support Assistant should only be in charge of this situation for a maximum of 10 minutes.
- If moving to another class the Learning Support Assistant should be accompanied by a senior teacher, Form teacher, Year Head or LSC.

Stage 3: Longer Withdrawal outside class room

Criteria for use:

1. Move to another teacher (FT, Yr Head, Senior Teacher)
2. Continued misbehaviour – emotional or aggressive behaviour
3. Max time 45 minutes
4. Time should be given to settle down and reflect
5. Student should be given appropriate activities



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Individual Issues:

- Students should acknowledge their behaviour on return to class room.
- Be aware of student behaviour if moving to another class.
- Learning Support Assistant should only be in charge of this situation for a maximum of 10 minutes.
- Students should be given time to calm down (45 minutes seen as plenty of time)

Stage 4: Withdrawal for the Day

Criteria for use:

1. If the student is too emotional to cope in the class room environment, stage 1, 2 or 3 is not working, then the student should be withdrawn for the day.
2. This decision is taken by the Senior Leadership team

Individual Issues:

- This would be in response to serious and sustained disruption probably involving risk behaviour. Withdrawal to care of parent may be appropriate if prior consent is obtained (can be an alternative to suspension) Agreement with parents is required
- The student must have moved through, e.g., 2 x Stage 3s or 1 very serious incident.



APPENDIX 6

LITERACY TESTING

- Year 8 underachievers will be identified using MiDYIS results.
- Year 8, 9 and 10 students in S, M and T will be assigned Literacy Support lessons twice a week.
- Year 11 students doing seven GCSEs will also be assigned additional Literacy periods.
- A 'Paired Reading Buddy' system will be used to encourage fluency and confidence in reading aloud. This will be available for students who score <100 in standardised tests.
- 6th Form students will be trained as Paired Readers and a record stored in the library

All Key Stage 2 results and year 8 results will be stored in SIMS and used as baselines. Library periods will also be assigned to classes. There will also be a 'Drive into books' for boys. A literacy booklet will go home to parents and guardians.

Key word vocabulary has been identified for subject areas and writing frames are being developed.

Tests used will be:

- Reading Age (GRT)
- Spelling Level (BSTS)
- PIE



NUMERACY TESTING

Year 8 underachieving students identified by using MiDYiS results. Those students with scores <100 are highlighted.

8S and 8T receive two classes of Numeracy per week. Class teachers to consult with Numeracy teachers regarding areas of weaknesses to be addressed in these additional classes. Resources available on RM Staff and from the Numeracy Coordinator to assist topics.

Those students highlighted NOT in 8S and 8T and with a score < 95 will be paired with senior A level mathematics students one period per week for extra support. The Numeracy Coordinator will monitor progress and provide worksheets etc

- All year 8 students identified will be tested using PIM 11 in November.
- Current year 9 students highlighted last year will be tested using PIM 12 in Nov to track progress.
- All tests will be sent away to be marked – these results will be analysed by Miss Michelle O'Toole, the Numeracy Coordinator



SCHOOL-BASED CARE TEAM

What is a School-Based Care Team?

A School-Based Care Team is a 'school-based', 'solution-finding' group that provides a forum for dialogue on the specific needs of students, by Parents, Teachers, and other professionals. Through the process of regularly scheduled meetings, Classroom teachers are assisted with the development and implementation of instructional and/or management strategies for any students who require additional support.

What does the School-Based Team do?

- Plans and co-ordinates services for students within the school.
- Provides a format for parents to be formally involved in decision-making.
- Brings together people with different perspectives and skills to meet student needs.
- Monitors student performance and provides continuity of services.
- Provides opportunities to share teaching / intervention strategies, management techniques and evaluation ideas.
- Provides access to additional district, community and provincial services.
- Implements preventive programmes and evaluates existing programmes.
- Allows for referrals to be prioritized.
- Keeps detailed records of meetings.
- Sets follow-up date(s) for the working team and support staff to report on student progress.

Who Makes up a School-Based Care Team?

- Core Group
- The core group is the team that meets on an on-going, scheduled basis.
- A member of the Senior Leadership team.
- LSCo.
- Educational Welfare Officer.
- Educational Psychologist.
- Behaviour Support Representative.

Where and When do School-Based Teams Meet?

They meet at the school in a room with adequate space that allows for confidential discussions regarding students. Regularly scheduled meetings and times are predetermined by the 'Core Group'. Emergency meetings may be called as required.

Suggested School-Based Team Meeting Procedures

- Step 1. Introductions.
- Step 2. Reason for Referral. (Can come from parents, teachers.)
- Step 3. Background History.
- Step 4. Brainstorm Ideas.
 - List strategies and procedures.
 - List people who need to be involved.
- Step 5. Timelines.
- Set follow-up date for reviewing the plan by the School-Based Team.